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ABSTRACT

Serving as an introduction, this module is the first in a series of twelve modules designed to provide guidelines for evaluating recource materials and compiling creative strategies to promote sex equity in vocational technical education classrooms and in out-of-school learning experiences. This introductory module explains what a teacher can do to promote sex equity, how the sex equity guidelines can be used, how strategies designed to promote sex equity can enhance instruction, and how the sex equity materials are intended to be used. (LRA)

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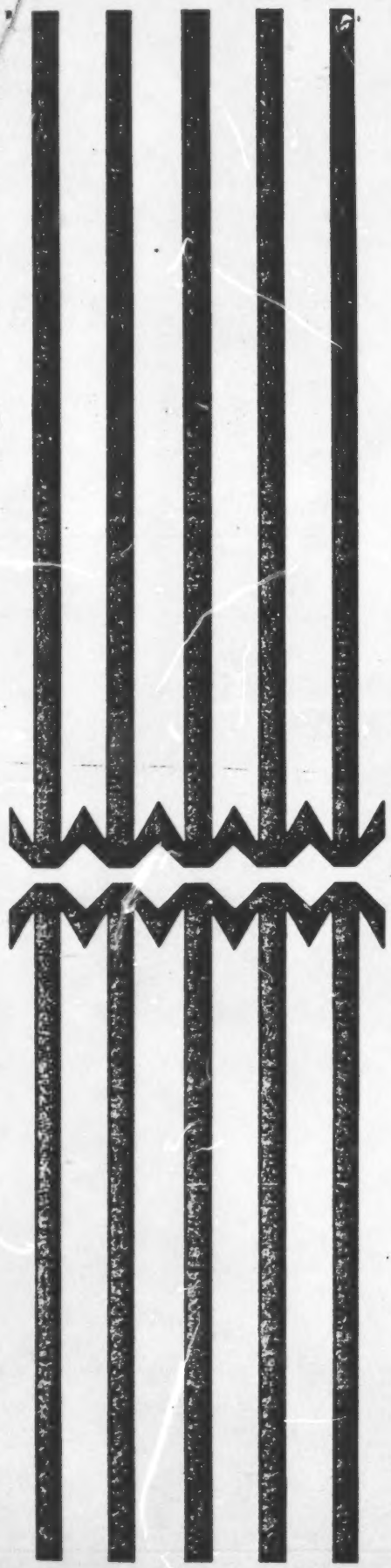

Promoting Sex Equity in the Classroom

A Resource for Teachers of Vocational and Technical Education

Module 1 An Introduction
Module 2 Sex Equity Guidelines
Module 3 Strategies—Art
Module 4 Strategies—Language
Module 5 Strategies—Content
Module 6 Agriculture
Module 7 Distributive Education
Module 8 Health Occupations Education
Module 9 Home Economics
Module 10 Office Occupations
Module 11 Technical Education
Module 12 Trade and Industrial Education

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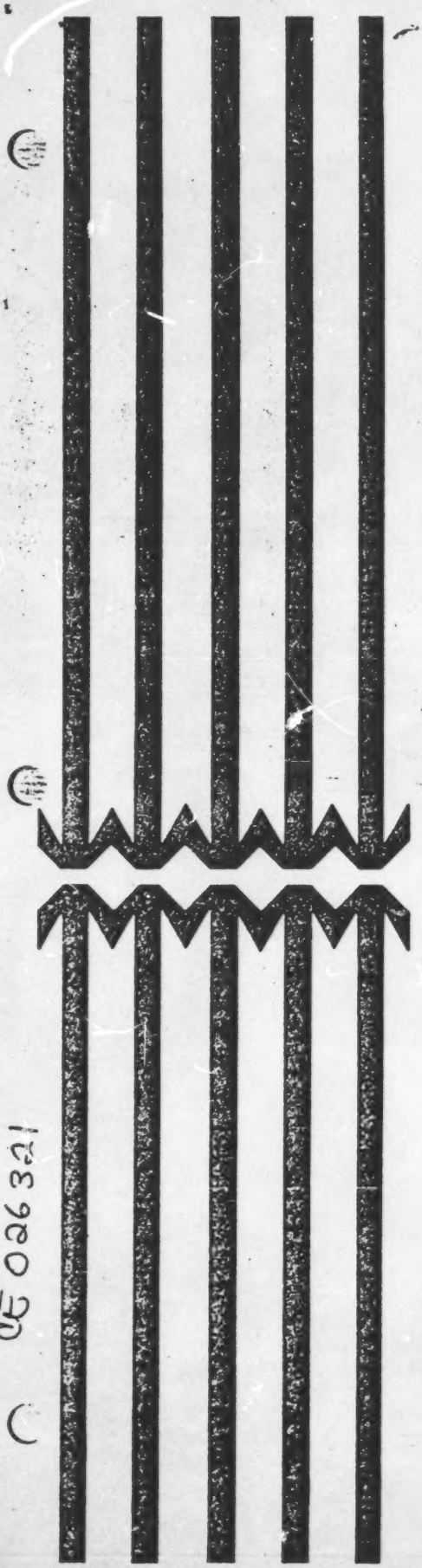

promoting
sex equity
in the classroom

an introduction

CE 026 321

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An Introduction

Module #1

You may have had conversations about the emphasis on sex equity in the teaching of vocational education subjects. Have you wondered how the legislative mandate "to overcome sex discrimination and sex stereotyping ..." can be implemented through the type of instruction you use in the classroom? Did it ever occur to you that certain motion pictures, filmstrips, transparencies, textbooks, and/or magazines used in your classroom may further perpetuate traditional stereotyped images of male and female occupational and societal roles? This doesn't mean that a teacher is expected to discard all instructional materials containing accurate information but directed toward learners of one sex. Strategies can be employed to overcome the effects of the biased elements. Possibly the most puzzling questions many teachers ask are these:

-What can I do to eliminate sex stereotyping since it has existed for years?

-What teaching techniques that work best for me now can be adapted to promote sex equity in my instructional program?

-What do I look for when examining print and nonprint resource materials to decide if they are sex equitable?

To provide answers to these and other common questions, a team of vocational educators, including more than 80 classroom teachers and advisory committee members, worked together developing guidelines for evaluating resource materials and compiling creative strategies to PROMOTE SEX EQUITY in vocational technical education classrooms and in out-of-school learning experiences. Twelve instructional modules resulted from this cooperative and creative process. The strategies and guidelines were field tested by secondary and postsecondary teachers in each of the U.S.O.E. recognized vocational education disciplines, i.e., Agriculture, Distributive Education, Health Occupations, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Education. Names of all participants in the project are identified on pages 1-2, 1-4.

Promoting Sex Equity in the Classroom: A Resource for Teachers - Vocational and Technical Education is the title for the series of 12 modules. Purposes of the series are:

-To increase awareness of the sex bias existing in instructional media used in vocational and technical education.

-To provide resources for teachers and students which can aid in evaluating print and nonprint instructional media for sex bias or sex equity.

-To suggest creative teaching/learning strategies which will promote and maintain sex equity in vocational technical classes.

Titles of the individual modules in the series are as follows:

-Module #1 - An Introduction
-Module #2 - Sex Equity Guidelines
-Module #3 - Strategies - Art
-Module #4 - Strategies - Language
-Module #5 - Strategies - Content

-Mdoule #6 - Agriculture
-Module #7 - Distributive Education
-Module #8 - Health Occupations Education
-Module #9 - Home Economics
-Module #10 - Office Occupations
-Module #11 - Technical Education
-Module #12 - Trade and Industrial Education

What can a teacher do to promote sex equity?

Examine your own beliefs and evaluate your programs. A number of simple, subtle factors are involved in promoting sex equity. Teachers may need to consider the extent to which leadership and clean-up classroom tasks are equitably assigned to female and male students. Another uncomplicated classroom practice easily initiated is the habitual use of job titles appearing in the revised DOT (Dictionary of Occupational Titles, 1977 edition).

During the planning stages of a course or unit of instruction a teacher can decide to "try out" one or more ideas that contribute to sex equitable learning opportunities in an instructional situation. Strategies for sex equitable placement of students for work experience programs can be incorporated into learning plans. A teacher's organization and management practices may also improve sex equity within a classroom or program.

The first step is to "try out something" to PROMOTE SEX EQUITY.

What teaching techniques can be adapted to promote sex equity?

Promoting sex equity in the classroom involves the continued use of techniques that get results for you. Most teachers have already discovered that certain techniques are effective for teaching a particular subject

or for teaching certain types of students. Large or small group discussion, brainstorming, panel, round table or other discussion techniques may be most appropriate for your situation. Perhaps you have discovered that demonstrations, role playing, exhibits, or individual practice in a laboratory may be effective. Explaining steps to be followed to produce, alter, or repair a product can result in greater student achievement and may be your choice. Vocational technical education teachers use a variety of techniques.

Activities outside the classroom such as field trips, on-the-job training, and interviewing are experiences teachers may provide particularly in vocational technical education. Any of the techniques you already use could be employed to PROMOTE SEX EQUITY. For example, a teacher could easily embody in a discussion outline or lesson plan questions such as:

> "Would this procedure need to be altered if both males and females were employed to use it? Why or why not?"
>
> "What are the essential requirements for females and males to operate equipment, to hold leadership and administrative positions?"
>
> "What adjustments are necessary for the job to be performed by a male? a female?"

Inclusion of such questions can point out limitations imposed on individuals of either sex based on traditional views of male and female occupational and societal roles which are no longer justifiable. Awareness may be created through various teaching techniques and offer the possibility of altering some student views.

In this series of modules suggested strategies for promoting sex equity are linked to teaching techniques grouped to include discussion, audio/visual, presentation and practice, and experiences outside the classroom. Suggestions related to organization and management for the teacher, with or without student interaction, are listed.

How can the Sex Equity Guidelines be used?

Specialists in vocational technical education with guidance and counseling personnel collaborated in a workshop to develop guideline statements. Suggestions from publishing companies and other resources

supplemented the knowledge of the workshop participants. The guideline statements were developed to serve as a tool to aid in:

-evaluating existing print and nonprint instructional media used in vocational technical education classes,

-selecting new materials to be purchased or acquired,

-developing original instructional materials, and

-promoting sex equitable teaching strategies.

The guidelines are separated into three categories:

-art work - illustration and/or pictures,

-language - written and/or spoken, and

-content - explicit and/or subtle.

The specific guidelines included within each category have been illustrated using examples from various vocational and technical education disciplines. In some instances additional clarification is provided.

An easy-to-use Sex Equity Check Sheet has been created by rewording guideline statements into question form. When a teacher examines a resource, print or nonprint, the intent is for the individual to check the "Yes" or "No" column for each guideline question to indicate that the resource does or does not fulfill the specifications described. If the item does not apply, the "Not Applicable" column can be checked.

As a result of checking this sheet, it is possible to recognize that in a book, film, or leaflet any combination of the three categories may be equitable or biased. Reviewing areas within categories on the check sheet will identify those that are biased or equitable. Refer to the creative strategies to find suggestions that will counteract the bias or enhance those areas that need to be strengthened.

How can strategies designed to promote sex equity enhance instruction?

Three modules in this series contain a compilation of many uncomplicated, creative strategies. They are presented for your consideration and adaptation. Teacher and student activities were developed to offset the use of biased instructional materials and to encourage a sex equitable instructional atmosphere at all times. If you are using instructional resources that are biased, you may want to select creative strategies that will counteract negative effects. If your materials are relatively free

of sex bias, they can be complemented by a variety of teacher and student activities. Basic information included in the modules is applicable to materials used by teachers of many subjects generally offered in secondary and postsecondary schools. The key to the use of the creative strategies is adaptation. Adjust the ideas to meet your own instructional goals.

Organization of the sex equity modules parallels the guideline statements. The three separate modules containing the creative strategies are #3 - Art, #4 - Language, and #5 - Content. After the Sex Equity Check Sheet is used to evaluate instructional materials, the strategies need to be reviewed. The use of two or more strategies may be necessary to offset the effects of bias in a given resource in art, language, or content. It is recommended, therefore, that you familiarize yourself with the strategies contained in modules #3, #4, and #5.

Each module begins with brief but detailed directions for use. Following this explanation are Sex Equity Guidelines for the specific category and creative strategies for organization and management. Strategies contained here do not necessarily promote sex equity in resource materials, but instead promote sex equity in classroom organizational and management skills. A list of teaching techniques commonly used in vocational programs is provided for your reference. Strategies for use in any secondary or postsecondary vocational technical progam follow. A suggested teaching technique is indicated for each strategy but need not be viewed as limiting.

Unique characteristics of the seven vocational education disciplines are addressed in the series. An individual module for each discipline provides direct interpretation of how guidelines may be used to evaluate instructional materials and to select supportive strategies promoting sex equity. Included in the modules, #6 - Agriculture, #7 - Distributive Education, #8 - Health Occupations Education, #9 - Home Economics, #10 - Office Occupations, #11 - Technical Education, and #12 - Trade and Industrial Education, are strategies directly related to each. Sample lesson plans written by field test teachers at secondary and postsecondary levels indicate the adaptation of selected strategies and guideline(s). The instructional media evaluation

recorded on the Sex Equity Check Sheet accompanies each lesson plan. Modules #6 through #12 not only provide strategies unique to each discipline, but illustrate how vocational technical teachers can accomplish the task of PROMOTING SEX EQUITY.

How are the materials intended to be used?

PROMOTING SEX EQUITY requires a concentrated effort on the part of the teacher but not necessarily unreasonable time demands. Materials have been organized into modules, easily read in one sitting. Each module can be used independently but should be viewed interdependently as part of the whole series.

The first five modules should be reviewed in consecutive order by all who intend to PROMOTE SEX EQUITY through the use of these materials. An individual's vocational orientation is not the key factor. It is the desire to provide equitable educational and occupational opportunities for both females and males.

Module #1 - An Introduction provides an overview and orientation to the materials. Module #2 - Sex Equity Guidelines provides a framework for modeling and/or evaluating vocational technical curricula for sex equity. The Sex Equity Check Sheet provides the teacher with an instrument for determining the equitability of instructional print or nonprint media and resources. Modules #3, #4, and #5 contain strategies to counteract the effects of bias and/or support equity in all vocational technical classrooms. As each module is devoted to a separate category, i.e., art, language, and content, it is easy to select the module(s) needed for a specific situation.

Finally, look to your field! The module that presents information in the vocational education discipline related to your teaching area will provide a familiar frame of reference and help you create your own teaching style so that you can PROMOTE IT -- Sex Equity in Vocational Technical Education Programs.

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